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PROSIDING SEMINAR NASIONAL
“Optimalisasi *Active Learning* dan *Character Building* dalam Meningkatkan Daya Saing Bangsa di
Era Masyarakat Ekonomi Asean (MEA)”
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KATA PENGANTAR

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Penerapan pembelajaran aktif diharapkan dapat menunjang optimalisasi kinerja guna pencapaian tujuan pendidikan secara lebih efektif. Prosiding bertujuan untuk merekam/mendokumentasikan gagasan, wahana mengembangkan ilmu dan wawasan, membangun sinergi berbagai pihak tentang implementasi pembelajaran aktif dan pendidikan karakter.

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Ketua Panitia

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THE IMPLEMENTATION OF ACTIVE LEARNING STRATEGIES IN NON FORMAL EDUCATION A CASE STUDY IN DHARMA WANITA ENGLISH COURSE MAGELANG MUNICIPALITY

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Abstract

Englishh was an international language which was learnt to enable the learners to communicate all over the world. Not only in formal education, but the non formal education also provides Englishh learning for their members. Infact the members of Dharma Wanita Magelang Municipality want to study Englishh for communication.

The research was a class room action reasearch (CAR) which involves a pre-cycle and two cycles. The subject was the members of Dharma Wanita Magelang municipality. This research was carried out in Tidar University.

This research involves qualitative and quantitative data. The data are taken by using documentations, observations, questionnaires, and test.

It was hoped that using active learning can boost the members of Dharma Wanita's activeness. It will be seen from the increase of the students' participation in class activities.

Key words: *active learning, students' activeness*

Introduction

Englishh was an international language which was learnt to enable the learners to communicate all over the world. Facing South East Asian Community all citizens need to be ready with the great flow of overseas workers in Indonesia. Englishh, then, was taught in most schooling. The non-formal education also catches the chance to participate to prepare the members of the society to be able to communicate in the global language, Englishh. Dharma Wanita in Magelang Municipality as one of legal woman organization in Indonesia seems to realize the situation. The organization asks its members to take Englishh course to prepare the global situation. Dharma Wanita in Magelang Municipality forces the members to be able to communicate in Englishh as the legal language in south east asian Community. This organization sets up an Englishh Course for its members cooperating with Tidar University.

Applying interesting strategies in teaching, especially in a course, was needed to make the learners always enjoy the teaching learning process and keep the material in the mind. The Dharma Wanita Englishh Course applies active learning activities in its classes. Active learning strategies provide a lot of activities which are student-centered therefore the classes are always attractive.

This research was aimed at (1) knowing whether active learning strategies can boost the learners' activeness and (2) knowing the improvement of the learners' Englishh communication ability.

Research Method

This reasearch was a Classroom Action Research which involves a pre-cycle and three cycles. Each cycle consists of planning, acting, observing, and reflecting. Each cycleneeds 2 meetings (2x 100 minutes). The subject of this research was the Dharma Wanita Englishh

Course Classes which consist of 30 members. This research was conducted in Tidar University in February 2016. The procedures of this classroom action research are as follows:

1) Pre-cycle

The pre-cycle was conducted at the beginning of the research before the three cycles. The aim of this activity was to know students' ability in writing and students' learning motivation before the treatment through observation, questionnaire, interview and documentation.

2) Cycle I

Cycle I was done following four steps as follows:

a. Planning

At cycle 1 phase the writer made a lesson plan and prepared the media in the learning activity. In this stage the writer also prepared the evaluation.

b. Acting

This action was adapted with lesson plan which had been made. Action in cycle I covered pre-activity, learning process and evaluation.

c. Observing

The writer observed the students' activity and motivation in learning activity by questionnaire sheet, observation sheet and documentation.

d. Reflecting

Reflecting was the activity of evaluating critically about the progress or change of the students, class and also teacher. Reflecting was very significant for the enhancement of the second cycle. The feedback given by the students obtained from some informal interview and the observation sheet that would be used as the basis for reflection. To resolve the lack, the writer made reflection from the action in Cycle I based on some formal interviews with the students and observation sheet to decide and plan the next Cycle steps. Besides the data can get from the written test that was done in the end of meeting.

3) Cycle II

a. Planning

Planning was done to revise the lesson plan which had been made in Cycle I. This phase indicated the writer would make different action of the lesson plan from Cycle I.

b. Acting

Acting in Cycle II was different from Cycle I. The writer gave different activities but

still in active learning. Then the writer gave the students some games and other activities in the next.

c. Observing

The writer observed the students by using observation sheet and took photograph during learning process.

d. Reflecting

The writer evaluated critically about the progress or changes of the students' activeness and also the lecture.

4) Cycle III

a. Planning

Planning was done to improve lesson plan which had been made in Cycle II. In this phase indicate, the writer would make different action of the lesson plan from Cycle II. The writer also prepared test.

b. Acting

Acting in Cycle III was different from Cycle II. Then the writer gave the students some activities in active learning in the next.

c. Observing

The writer observed the students by using observation sheet and take photograph during learning process.

d. Reflecting

The writer evaluated critically about the progress or changes of the students and also lecture.

The data of the research were collected by using these instruments. They are :

a. Observation sheet

no	Behavioral types	
1	The students' activeness to hear the teachers' explanation	a.the students pay attention to the teacher's explanation b.the students take notes
2	The activeness of the students during the learning process	a.the students ask about the material b.The students comment on the material c. The students answer the teacher's questions d. .The students involve in the learning process

3	The activeness of the students to do task given by the teacher	a the students can do the task given by the teacher b.The students can finish the task withe in the time which had been determined
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b. Interview

no	Questions
1	What do you think about the teaching learning process?
2	What do you usually do in English class?
3	Are you interested in the activities in the teaching learning process?
4	Do you get involved in the class activities?
5	Does the teacher teach you by using media?
6	Are you interested in the teaching learning process?
7	Can you follow the class activities actively?
8	Can you feel free to express yourself in class?
9	Is the class interesting?
10	Do you want to continue the class in this way?

c. Questionnaire

d. Documentation

Interview is designed to collect the data by using direct conversation to the respondent. Interview was conducted to the student after they joined the class in each cycle as a source of reflection in the next action. The writer took several students randomly as informants and they represented the whole class to collect the data. The information which the researcher gets from interviewing the student is the students interest in some activities in learning process using active learning activities.

Documentation is the technique which is used to collect the data and information about the students such as the list of students' names, their scores, and photograph.

The qualitative data are taken from observation, questionnaire, interview and documentation. The result of qualitative data analysis are used to know the changing students' activeness in learning process Cycle I, II, and III and also also to know the improvement of the students' speaking skill.

Performance indicators in this research are: (1) at least 70% of students are active in learning English and (2) the students can communicate in English in a simple way.

Results and discussion

The research resulted in the following details:

A. Improving the students' activeness in the teaching learning process.

The following was the result of the observation in pre-cycle, cycle I, and cycle II in the teaching learning process.

no	Behavioral types	
1	The students' activeness to hear the teachers' explanation	a.the students pay attention to the teacher's explanation b.the students take notes
2	The activeness of the students during the learning process	a.the students ask about the material b.The students comment on the material c. The students answer the teacher's questions d. .The students involve in the learning process
3	The activeness of the students to do task given by the teacher	a the students can do the task given by the teacher b.The students can finish the task withe in the time which had been determined

At observation focus (1) the number of students who pay attention to the teacher's explanation improves from 15 to 22 students or 31.81%. It means that at the beginning, only 15 students paid attention to the teacher's explanation, but at the end of the research there were 22 students or all of the students paid attention to the teacher's explanation. There is improvement of 7 students. At observation focus (2) the number of students who make notes improves from 15 to 22 students or 31.81%. It means that at the end all students or 22 students make notes. It increases 7 students. At observation focus (3) the numbers of students who ask about the material improves from 5 to 22 students or 77.27%. It means that even at the beginning there were only 5 students who ask about the material, at the end all students or 22 students asked about the material. At observation focus (4) the numbers of students who comment on the material improves from 8 to 20 students or 61.90%. It means 20 students commented on the material finally. It increases 12 students from previous cycle. At

observation focus (5) the numbers of students who answer the teachers' questions improves from 10 to 22 students or 54.54%. It means that all students or 22 students answered the teachers' questions in cycle II. It increases 12 students. At observation focus (6) the number of student who involve in the learning process improves from 15 to 22 students or 28.57%. It means 22 students involved in the learning process in cycle II. It increases 7 students. At observation focus (7) the number of students can do the evaluation sheet improves from 15 to 20 students 25.00%. It means 20 students did the evaluation sheet well. There are 5 students increase. At the observation focus (8) the number of students who can finish the task within the time which has determined improves from 15 to 21 students or 93.75%. It means 21 students can finish the task within the time which have determined. It increases 10 students .

From the data above, it can be concluded that the activeness of the students in the teaching learning process improves. They little by little took part actively in the class activities.

B. Improving the students' speaking ability

The students speaking ability was tested by observing the students' activity and the teacher filled out the table of speaking assesment. The ability of the students in speaking improves. The number of the students who got excellent improves from nobody up till 6 students. The students who got good category improves from 1 to 14 students. And those who got fair decreases from 12 to 2 students. They who got poor category decreases from 10 to none. Indeed, the students were confident to share ideas with other students.

Conclusion

Seeing the results of the research, it can be concluded: 1) By implementing active learning, the students' activeness in the teaching learning process increased. 2) The students' speaking ability also improved after the writer implemented active learning strategies.

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